

Literacy Advisory Council Meeting Notes

September 22, 2021

Meeting Summary

This report summarizes the Literacy Advisory Council's (LAC) virtual meeting held on September 22, 2021, from 9:00 am – 12:00 pm.

Welcome & Overview - *Jennifer Ottley, Director of Research, Systems Development & Improvement (SDI) Center, College of Education, Criminal Justice, and Human Services (CECH), University of Cincinnati*

Jennifer Ottley welcomed group members and reviewed the meeting agenda. She acknowledged Karen Jefferies, from the Office of Exceptional Children, as a new member of the LAC.

State Commitment - *Jo Hannah Ward, Director, Office for Exceptional Children, Ohio Department of Education (ODE); Melissa Weber-Mayrer, Director, Office of Approaches to Teaching and Professional Learning (OATPL), ODE*

Jo Hannah Ward and Melissa Weber-Mayrer discussed relevant efforts and initiatives within their respective offices. Jo Hannah Ward noted that early literacy has been and continues to be a priority. Going forward, her office will focus more effort on improving graduation and postsecondary outcomes for students with disabilities. She explained that Ohio falls short of benchmark graduation rates for students with disabilities and that many students are being excused from graduation requirements. Melissa Weber-Mayrer reviewed Ohio equity data relating to literacy. For example, educators are less likely to identify Black students with speech and language impairments and more likely to label these students as having behavioral challenges. She stressed the importance of the structured literacy approach identified within Ohio's Dyslexia Support Laws. This approach is not widely used in Ohio schools currently. However, research shows that all learners will benefit from this approach.

Decision Rules Flowchart (DRF) - *Wes Reed, Developer, Information Technology Solutions Center (ITSC), CECH, University of Cincinnati*

Wes Reed reviewed the DRF template for Ohio educators. He walked through an example of how an educator would complete the *First Sound Fluency* flowchart – one of two Flowcharts currently embedded in the application. Additional flowcharts will be developed this year. Jennifer Ottley explained that the application is intended to support district and building teams in thinking strategically about the information educators are collecting and how to best use data to align instruction and interventions to meet students' needs.

Breakout Session & Summary - Alex Pavlik, Research Associate, SDI Center, CECH, University of Cincinnati

Jennifer Ottley shared that the application development team is interested in how this application can streamline the decision rules process and provided the following prompts to guide small group discussion in breakout rooms:

- Discuss relevance and usefulness of application content and functions
- Discuss what can be improved for better accessibility and usability
- Identify 1 or 2 key takeaways from the discussion to share with the group

She also noted that assessments used in this application will be vetted to ensure they align with the science of reading.

Following discussion, group representatives shared the following takeaways:

- The tool offers the possibility of using teacher implementation data to identify coaching needs and professional development opportunities.
- The tool could benefit from a glossary of terms/concepts and a guidance document or narrative for using the tool. Educators will need sufficient background knowledge to use this application effectively.
- To increase the usefulness for educators, consider hyperlinking terms and linking to resources, interventions, examples, and ideas for implementation. It would also help to have the data transition with students each year.
- Consider "click and get" resources and limiting the number of clicks needed to access needed resources/tools.

Ohio Literacy Library - Alex Pavlik and Rachel Wakefield, Research Associates, SDI Center, CECH, University of Cincinnati

Alex Pavlik and Rachel Wakefield presented the *All Ohio Literacy* website, which houses literacy-related resources developed through multiple SDI Center projects and includes the *Ohio Literacy Library's* comprehensive learning modules and micro-courses for Ohio educators. Each comprehensive learning module includes a "Welcome and Navigation" document to guide users in enrolling in and navigating the module and a resource document that offers the module content in PDF format. The presenters reviewed *The Simple View of Reading* Module, providing an overview of the Module content, highlighting reflection opportunities, discussion prompts, and learning experiences. LAC members were asked to review *The Simple View of Reading* module individually and provide feedback on what aspects of the module promote or impede learning. Individual feedback was shared with the SDI Center via a feedback form, while the following topics were shared in discussion:

Table 1: Breakout Room Feedback on Module

Positive Feedback:	Opportunities to Improve:
Positive review of the "Notes" feature	Consider welcome video at the beginning – how to navigate, etc.
Clean design and navigation	Consider displaying more grade levels
Appreciation for student vignettes	Consider incorporating coaching questions into the resource document

National Expert Presentation and Discussion – *Kristien Zenkov, Professor of Education & Academic Program Coordinator, Secondary Education Program, George Mason University*

Kristien Zenkov discussed the importance of understanding young people's perspectives on teaching, particularly around literacy instruction. He highlighted the project, "Perspectives on extraordinary teaching – POETs: Critical, project-based clinical experiences and youths' and future teachers' ideas about the teachers we need." He discussed the project as a model for field experience grounded in collaborative interventions and focused on project-based experiences. The model offers intense, short-term clinical opportunities for pre-service teachers in partnership with school-based educators, teacher educators, and diverse youth. Kristien also discussed using the Photovoice methodology to engage youth by inviting them to provide meaningful feedback and perspectives on their academic year. The data is then shared with future teachers to guide their practice. He stressed that educators have a shared responsibility to engage with young people in a meaningful manner. Following the presentation, LAC members discussed the applicability and connections to literacy efforts and initiatives in Ohio.

Review of June's Evaluation Data – *Marged Dudek, Research Associate, WordFarmers Associates*

Marged Dudek shared an overview of feedback collected after the June 2021 LAC meeting. The feedback was generally positive and led to the following recommendations: restating and making explicit the connections within the work, devoting time for LAC members to share extemporaneously about topics and challenges, and restructuring meeting breakout groups. Based on this feedback, Jennifer Ottley shared revisions made by the SDI Center's core literacy team. The team has reached out to SST members to increase the representation of regional educational providers, for example. Additionally, the team has restructured breakout discussions to reduce redundancy and increase feedback from members.

Next Steps: Where We Go from Here - *Jennifer Ottley, Director of Research, SDI Center, CECH, University of Cincinnati*

Jennifer Ottley announced the following next steps for LAC members:

All members: Send recommendations for SST or ESC representatives to be invited to join the LAC.

AC-SEL Project Team: Identify the best way to obtain feedback on the EPICS professional learning, with the goal being to review in December, or sooner.

AC-SEL/OH V-LIFTS Project Team:

- Launch literacy professional learning opportunity with pilot partner districts
- Review LAC and partner district feedback
- Revise tools and resources
- Share revisions and initial data with the LAC in December.

The meeting adjourned at 12:01pm.

Participants in Attendance

There were 48 individuals recorded as attending the meeting. Attendance was taken via a survey that participants were asked to complete during the meeting and by reviewing the list of participants in Zoom.

NAME	ROLE
LAC Members	
Jillian Ahrens	Vice President, K-8, Cleveland Teachers Union, Ohio Federation of Teachers (OFT)
Jennifer Bambrick	Assistant Professor, Division of Education, Walsh University
Barbara Boone	Program Director, Ohio State University (Family/Community Partnerships)
David Brobeck	Graduate Program Director, Walsh University
Daria DeNoia	Education Policy and Practice Consultant, Ohio Education Association
Bryan Drost	Director, Rocky River City Schools
Jim Gay	Co-director, Ohio Leadership Advisory Council (OLAC)
Jennifer Griffing	Regional Early Literacy Specialist, Family Engagement & Continuous Improvement, State Support Team 9
Debbie Hartwig	SPDG Literacy Lead, State Support Team 9
Lisa Hickman	Executive Director, Ohio Coalition for the Education of Children with Disabilities (OCECD)
Ron Iarussi	Superintendent, Marion City Schools
Karen Jeffries	Literacy Specialist, Office for Exceptional Children, ODE
Brittney Marino	Title One Reading, North Elementary School, East Liverpool City Schools
Michele Moore	Director, State Support Team 5
Karel Oxley	Co-director, Ohio Leadership Advisory Council (OLAC)
Terri Purcell	Associate Professor, Literacy Education, Cleveland State University
Dan Reynolds	Assistant Professor of Literacy Education, John Carrol University
Beth Rice	Regional Early Literacy Specialist (RELS), SST 15
Chris Saiben	Principal, Grant Middle School, Marion City Schools
Mark Seals	Vice Chair, Ohio Deans Compact

Sheila Smith	Senior Director – Research, Quality Assurance, and Program Impact, Ohio Center for Autism and Low Incidence (OCALI)
Jason Tackett	Principal, Williamsburg Middle & High School, Williamsburg Local Schools; Board of Directors, Ohio Association of Secondary School Administrators (OASSA)
Jennifer Walker	Curriculum Supervisor, Youngstown City Schools
Marie Ward	Superintendent, Fairfield County ESC, Ohio Educational Service Center Association (OESCA)
Carly Warnock	Kindergarten Teacher, North Elementary School, East Liverpool City Schools
Ohio Department of Education Representation	
Jo Hannah Ward	Director, Office for Exceptional Children
Nicole Kahler	School Climate Coordinator, Office of Integrated Student Supports
Melissa Weber-Mayrer	Director, Office of Approaches to Teaching and Professional Learning
Michelle Elia	Ohio Literacy Lead, Office of Approaches to Teaching and Professional Learning
Roger Howard	Adolescent Literacy Specialist, Office of Approaches to Teaching and Professional Learning
Beth Hess	Literacy Specialist, Office of Approaches to Teaching and Professional Learning
External Advisors	
Jose Blackorby	Senior Director of Research and Development, CAST
Mary Dahlgren	President, Tools 4 Reading, LLC
Rachel Quenemoen	Senior Research Associate, Retired, University of Minnesota
Kristien Zenkov	Professor of Education & Academic Program Coordinator, Secondary Education Program, George Mason University
Project Development and Evaluation Team	
Jennifer Ottley	Director of Research, SDI Center
Deb Telfer	Director, SDI Center
Alexandra Pavlik	Research Associate, SDI Center
Rachel Wakefield	Research Associate, SDI Center
Aimee Howley	President, WordFarmers Associates
Marged Dudek	Evaluator, WordFarmers Associates
Stanley Dudek	Technical Consultant, WordFarmers Associates
Julia Flint	Research Associate, WordFarmers Associates
Vineela Kunapareddi	Research Associate, ITSC
Mindy Schweitzer Smith	Deputy Director and Senior Research Associate, UC Corrections Institute
J.C. Barnes	Professor and Interim Director, School of Criminal Justice
Guests	
Leslie Zurmehly	Director of Student Services, Williamsburg Local School District
Robert White	Research Associate, SDI Center